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ABSTRACT

The purpose of this document is to provide teachers with a uniform guide and uniform standards for writing skills, and with general style principles which will provide for an easy flow of student skill development in grades one through six. Included under the major heading of General Skills are: Ten Steps to Better Writing; The Proper Heading; General Requirements for All Written Assignments; Optional Proofreading Marks; and Marking the Writing Exercises. Included under the major heading of English Rules are: Capitalization; Punctuation; Capitalization and Punctuation in Conversations; Titles; Word Division; Numbers; and Abbreviations. Included under the major heading of Research Skills are: The Research Paper; Rules of Form in Making an Outline; Correct Outline Form; Sample Outlines; and Crediting Sources. Charts for tracking mastery of skills are provided for each grade level. (KC)

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MT. OLIVE TOWNSHIP SCHOOLS

GENERAL ENGLISH REQUIREMENTS

STYLE BOOK

AND

SKILLS ARRAYS

K - 6

CS207576

Mt. Olive Township Public Schools
Mr. Chester M. Stephens, Superintendent
Route 46
Budd Lake, NJ 07828

Curriculum Center
September, 1982

GENERAL ENGLISH REQUIREMENTS

STYLE BOOK AND SKILLS ARRAYS

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INTRODUCTION

PURPOSE OF THE ENGLISH PROGRAM:

The purpose of the English Program is to provide students, at all grade levels, with extensive opportunities to develop creative, grammatical, and spelling skills commensurate with their ability levels. The development of grammatical and spelling skills, in conjunction with creative skills, is an essential component of the program and is in no way contradictory in nature.

PURPOSE OF THIS BOOKLET:

The purpose of this booklet is to provide the district staff members with a uniform guide for writing skills, uniform standards for writing skills, and general style principles which will provide an easy flow of student skills through the grades.

PROGRAM GOALS:

1. Students will understand and be able to apply good writing skills to all subject matter areas.

2. Students will develop good writing skills.

3. Students' work, regardless of subject area, will contain sound grammatical skills.

4. Students' work will indicate creative writing growth.

5. Students' work will be neatly done and of good quality.

I. TEN STEPS TO BETTER WRITING

Learning how to write well means hard work! Teachers can make it easier for students by guiding them through the writing process from beginning to end. Here are some examples:

1. CREATE AN ATMOSPHERE FOR WRITING

Give students a wide range of opportunities for self-expression, making certain there is a sufficient supply of writing materials available. Take time to discuss excellent writing when you find examples of it in the course of reading in your classroom.

2. MAKE CERTAIN STUDENTS UNDERSTAND THE ASSIGNMENT

After you have explained a writing assignment, ask students to repeat it orally. This is a crucial step; very often students do not truly understand what you have asked them to do. You might even wish to write the assignment on the chalkboard, so students may copy it onto their papers.

If you have assigned an essay, for example, on the subject of the desert horned lizard, ask, "What do you already know about the desert horned lizard?" Starting with what students already know about the subject gives them a sense of direction and prevents floundering. If the students know little or nothing about the subject at hand, guide them to the appropriate resource.

3. GET SPECIFICS DOWN ON PAPER

Explain to the students that during their research on the desert horned lizard, it is advisable to write down their ideas before they forget them. Prepare students for note taking by asking them to read information to you, to discuss it with you, and to write it down in their own words. This step is very important. Students left on their own are apt to copy directly from the original source. Talking it over will help students digest the information and make it their own.

4. AVOID CONFUSION ABOUT WHERE TO START

When looking over their notes, students might wonder, "I have all these words on paper instead of in my head, what do I do now?" The teacher might ask: "Why don't you pick out something interesting to get the reader's attention?" or "Why not surprise your reader by beginning with something unusual about the desert horned lizard?" For example: "Do you know an animal that squirts out a thin stream of blood from its eyes to protect itself from its enemies?" or "Imagine meeting an animal that squirts out blood from its eyes." Help students realize that getting a reader's attention is no easy task, but the outcome of this brain-teasing step is the lead and, in some ways, the most important sentence of the essay.

5. PUT SIMILAR IDEAS INTO GROUPS

At this point the teacher should say: "Instead of leaving all these details in such random order, try to put them into categories." or "Which of these bits of information belong together?" Then have students organize the information into categories which are similar.

6. BEGIN TO WRITE THE COMPOSITION

Explain to the students that each of their categories will now turn into the individual paragraphs that will form their essays. What follows is the simplest, but by no means the only, method of building a paragraph. The heading of each category may serve as the main idea of the paragraph; that is, what that particular paragraph is about. The details listed under each heading become, in turn, the supporting sentences in that paragraph. Once students understand this, they should begin their compositions, using the revised lists as guides.

7. STRETCH STUDENTS' VOCABULARIES

After students have completed their rough drafts, have them read their papers aloud. Help students recognize portions which might be improved. For instance, if there is unnecessary repetition, refer students to a dictionary and/or a thesaurus to add variety to the students' language. Demonstrate the process of using the dictionary to find synonyms for big, such as gargantuan, huge, and enormous. After you explain these words, work with the students to determine which fits the composition best. Don't burden students' work with big words just for the sake of big words. Huge can be more appropriate than gargantuan in the writing of second graders.

8. LOOK IT OVER

Now that the students have written essays and read them to you, they will probably assume they are finished with writing. Most students have no concept of rewriting or redoing. Very gently, suggest that all writers can make mistakes the first time. Ask, "Why don't you check over your work by reading it aloud once more?" Explain that sometimes a writer adds unnecessary words, puts ideas in the wrong place, and uses vague and unclear language, and in order to correct these common errors, it is necessary to look carefully at the writing to find the mistakes.

After you have gone through papers in this fashion, have the students put them away for a period of a few hours or even several days, depending upon when the assignment is due. This time provides a chance for the students to gain objectivity, so when they return to the work, they can evaluate it freshly, almost as if it were someone else's.

Up to this point, our concerns have been with creativity and logical thought. Spelling and mechanics can be addressed in step 9.

9. REWRITE

Have students re-read their papers now that they have had a rest from them. A first reading, after being away from the paper for a while, may suggest additional changes. Explain that this is a good time to note and check once again for spelling and mechanical errors.

10. ENCOURAGE GOOD WRITERS

Give praise for improvement and outstanding achievement. Point out errors, but suggest alternatives and enlist the cooperation of the students to achieve the desired result.

By showing students how to follow these basic steps, you can help them recognize that writing skills can be acquired and developed logically. It will always be a painful, solitary process, because the nature of writing cannot be changed, but you will set the foundation for the art and craft of writing well.

II. THE PROPER HEADING

These headings should be used with all the students' work.

A. Grades 1 and 2:

Head the paper properly, using the first line (which contains a dotted line) for name and date. Place the title on the next line and begin the story on the line after the title.

Example:

NAME (First and Last) DATE (Should be written out, not presented numerically)

TITLE

. . . . . .

B. Beginning the Second Half of Grade 2 through Grade 6:

Head the paper properly, using the first two lines, leaving the third line blank. Place the title (if needed) on the fourth line, leaving the fifth line blank. Begin the contents on the sixth line and every line thereafter.

Example:

NAME (First and Last) DATE (Written out)
ASSIGNMENT TEACHER

TITLE

. . . . . .

III. GENERAL REQUIREMENTS FOR ALL WRITTEN ASSIGNMENTS

A. Handwritten assignments (themes, compositions, library papers, term papers, and written reports) should be done in the following manner:

1. For Grade 1 Final and Grade 2 Mid-Year Test: Use white ink paper, size 8 x 10½, ruled 3/8" lengthwise as described in the Handwriting Curriculum (Hammett #10565).

2. For Grade 2 Final: Use white ink paper, size 8 x 10½, ruled 3/8" lengthwise (Hammett # 10562). This is for the majority of the students who have made the transition from #10565.

3. For Grade 2 Final: Students may use cursive or manuscript writing.

4. In grades 3 to 6: Write legibly in pencil on standard size (8½ x 11) white composition paper.

5. Papers which have holes, tears, scribbles, crossouts, etc., should never be accepted.

6. Each assignment should be neatly done and written in the students' best handwriting.

7. Pen is only acceptable in cases where the students have produced, over a continuous period of time, work of exceptional quality.

8. Indent uniformly and distinctly for paragraphs. A half-inch indention is appropriate.

9. Leave a left margin of at least one inch, a right margin of at least one-half of an inch, and at least one unused line at the bottom. This does not refer to Grade 1 Final or Grade 2 Mid-Year Test.

10. All aspects of the composition, including the heading, should be within the margins.

B. At acceptable grade levels, typed assignments are to meet the preceding requirements. Double spacing is preferred. There should be a one-inch margin at the bottom of the page. Use unlined typing paper.

C. Papers with an excessive number of errors in spelling, capitalization, punctuation, paragraphing, and/or sentence structure <u>should not be accepted</u> in any subject area.

IV. OPTIONAL PROOFREADING MARKS

The use of these proofreading marks is encouraged as they will provide an effective means of communication between teacher and students throughout the grades.

ab:	Abbreviations used	nc:	Not clear to readers
cap:	Error in use of capital letters	gr:	Error in grammar
p:	Error in punctuation	sl:	Slang
sp:	Error in spelling	wc:	Error in word choice
sf:	Sentence fragment	¶	Begin a new paragraph here
ss:	Error in sentence structure	t:	Error in tense
as:	Awkward sentence or phrase	ʌ	Something omitted
		wd:	Error in word division

V. MARKING THE WRITING EXERCISES ON THE MT. OLIVE ENGLISH TESTING PROGRAM

The entire test should not be administered until the class has received instruction in all skills.

A. COMPOSITIONS

1. Quality:

   Work should be neatly done without crossouts, etc., on white composition paper. The title of the composition should be centered and under the district-approved heading for students' work. It is suggested that the students draft a working copy first and then complete a final copy. The draft, final copy, and other aspects of the composition, as with any test, should be completed without teacher assistance. However, during the writing of the composition, students may use a dictionary or the thesaurus.

2. Required topics for writing exercises:

Students may choose to write on any one of the following topics assigned for their grade level.

TESTS:	TOPICS:
Grade 1 - Final:	Summer Fun; School; Pets
Grade 2 - Mid-Year:	Winter Fun; If I Were a Snowflake; Space Monsters
Grade 2 - Final:	My Wish Came True; Our Family; My Favorite Activity
Grade 3 - Mid-Year:	My Favorite Holiday; My Favorite Subject; Getting Ready for School
Grade 3 - Final:	Friendly Letter
Grade 4 - Mid Year:	How to Build a Snowman; My Adventures Aboard a Pirate Ship; Who Am I?
Grade 4 - Final:	My Favorite Television Program; A Trip in a Spaceship; Happiness Is . . .
Grade 5 - Mid-Year:	Business Letter
Grade 5 - Final:	What I Do Best; An Unhappy Ghost; The Buried Treasure
Grade 6 - Mid-Year:	My Two Wishes; My Most Embarrassing Moment; If I were President
Grade 6 - Final:	Topics which include conversation (The below-average students do not have to include conversation):
	Visit to a Pizza Parlor; An Interview with a Celebrity; Discussion with a Martian
	Topics without Conversation (The below-average students)
	My Favorite Sport; An Exciting Day; My Newest Pet

3. Marking the composition:

a. The following is a conversion table for errors and their ratings:

Grades 1 - 5:

No errors or 1 error	Acceptable Rating
2 or 3 errors	Needs Improvement
4 or more errors	Unacceptable

Grade 6:

No errors to 2 errors	Acceptable Rating
3 or 4 errors	Needs Improvement
5 or more errors	Unacceptable

These are only guidelines which are applicable to all students writing the required number of sentences or paragraphs. <u>However, in fairness to students who write much longer compositions, the teacher must make individual adjustments in scoring.</u>

b. The compositions to be graded by the teacher should not be the result of any teacher input. However, in the process of grading, the teacher should indicate all errors (within reason) and suggest changes for improvement directly on the composition.

c. The corrected composition and test, as with all students' work, should be shared with the students. In addition, remediation activities should be undertaken where a need is indicated.

d. The checks on the skills arrays should reflect the students' achieved performance on the composition, not what the evaluator thinks the students are capable of doing. This is especially true with the overall rating category on the skills arrays. As a general rule of thumb, students who have more than four skill categories (spelling, capitalization, etc.) on the composition section of the skills arrays below the "Acceptable" rating should be given an overall rating of "Needs Improvement." More than six errors should receive a rating of "Unacceptable." There are an infinite number of possible combinations for scoring the overall rating so, with the above as a guide, the rest must be left to the teacher's judgment.

e. If students have a particular learning need (such as going to a Resource Room), have been absent a great number of days, are new to the district, etc., it should be indicated on their skills arrays.

f. Compositions should be stapled to the skills arrays and filed in the school after they have been returned from the Curriculum Center.

B. BUSINESS LETTER

1. Inside Address:

   Teachers may supply a standard inside address. However, it should be given without capital letters or punctuation.

2. Content:

   The content of the business letter should not be the same for all students; rather, each student should develop the content of his/her own individual letter.

3. The Greeting:

   Students should not write "Dear Sir" because one cannot assume that the person who is going to receive the letter is a man. The letter may be written to "Dear Sir or Madam" or "Dear Gentlemen and Ladies."

4. Format of a Business Letter:

   Following is an example of the acceptable form of a business letter. (District heading should not be included.)

Heading:	59 Mountain Road Cleveland, Ohio 44105 February 12, 1981
Inside Address:	The Red Carpet Travel Agency P.O. Box 789 New York, New York 10000
Greeting:	Dear Sir or Madam:
Body:	My friend and I are very interested in your special bus trip, which you advertised last week. I understand we will visit six cities in the Midwest. Please reserve two seats on the trip for June 10 to June 30, 1981. A check for $800 is enclosed to cover the cost of the trip for two persons.
Closing:	Yours truly,
Signature:	Henry Riley

59 Mountain Road
Cleveland, Ohio 44105
February 12, 1981

The Red Carpet Travel Agency
P.O. Box 789
New York, New York 10000

Dear Sir or Madam:

My friend and I are very interested in your special bus trip, which you advertised last week. I understand we will visit six cities in the Midwest. Please reserve two seats on the trip for June 10th to June 30, 1981. A check for $800 is enclosed to cover the cost of the trip for two persons.

Yours truly,

Henry Riley

4. Marking the business letter:

   a. The following is a conversion table for errors and their ratings:

      No errors or 1 error . . . . . Acceptable Rating
      2 or 3 errors . . . . . Needs Improvement
      4 or more errors . . . . . Unacceptable

   b. The letters to be graded by the teacher should not be the result of any teacher input. However, in the process of grading the letters, the teacher should indicate errors and suggested changes for improvement directly on the students' letters.

   c. Checks on the skills arrays should reflect the students' actual performance on the business letters, not what one thinks the students are capable of doing.

C. FRIENDLY LETTER

1. Content:

   The content of the friendly letter should not be the same for all students; rather, each student should develop the content for his/her own letter.

2. Format of a friendly letter:

   Following is an example of the acceptable form of a friendly letter. (District heading should not be included).

Date:	November 19, 1981
Greeting:	Dear Jane,
Body:	I hope you are having fun in your new home. I am doing many things here. My brother took me fishing last Saturday. On Monday, I gave a report in school. Next week, our whole family is going to the circus. I am looking forward to it.
Closing:	Your friend,
Name:	Mark

November 19, 1981

Dear Jane,

I hope you are having fun in your new home. I am doing many things here. My brother took me fishing last Saturday. On Monday, I gave a report in school. Next week, our whole family is going to the circus. I am looking forward to it.

Your friend,
Mark

3. Marking the friendly letter:

   a. The following is a conversion table for errors and their ratings:

      No errors or 1 error . . . . . Acceptable Rating
      2 or 3 errors . . . . . Needs Improvement
      4 or more errors . . . . . Unacceptable

   b. The letters to be graded by the teacher should not be the result of any teacher input. However, in the process of grading the letters, the teacher should indicate errors and suggested changes for improvement directly on the students' letters.

   c. Checks on the skills arrays should reflect the students' actual performance on the friendly letters, not what one thinks the students are capable of doing.

GENERAL ENGLISH RULES

I. CAPITALIZATION

Correct capitalization is essential in any written assignment. The following are guidelines for capitalization.

A. You should capitalize the following:

Athletic teams:	Rams; Lions; Marauders
Awards:	The Academy Awards; the Nobel Prize
Buildings:	The Empire State Building; the World Trade Center
Characters:	In books, plays, comic strips, etc.
Chapters:	Chapter 3
Churches:	First Presbyterian Church
Classes:	Junior Class, Senior Class (but write "junior" or "senior" when identifying individuals)
Colors:	When used to stand for the name of the school, as in the following: "The Blue and White tennis team won ..."

Degrees:	When abbreviated - B.A.; M.S.; Ph.D.; but do not capitalize when the degree is written in full (bachelor of arts; master of science; etc.).
Deity:	God; Holy Spirit
Department of the school:	English Department; Social Studies Department
Documents:	Constitution (referring to the U.S. Constitution); Declaration of Independence; Bill of Rights
Educational institutions:	Randolph High School; Randolph Intermediate School; County College of Morris
Figures:	Figure 13
First words:	In sentences; in direct quotations; lines of poetry; specific dialogues or political aims
Geographic regions:	The West; the South
Holidays:	Christmas; Passover; Thanksgiving Day; Hanukkah
Magazines:	Life; Time; Newsweek; Motor Trend
Nationalities:	Chinese; Mexican; American
Newspapers:	The New York Times; The Daily News; Ram-Page; Daily Record (The word "the" may be capitalized if it is actually part of the name.)
Political Organizations:	The Republicans; the Democrats
Races:	Caucasian; Negro
Radio and television stations:	WRAN; WNBC-TV
Rooms:	When used to precede numerals - Room 105

Significant words:	In names of associations; plays; articles; songs; books
Titles of people:	When they precede names - Principal John Abbott
Trade names:	Names of brands - Scotch tape; Coca Cola; Kleenex; Jell-O
Wars:	World War II; Korean War

B. You should not capitalize the following:

Adjectives derived from proper names:	china; venetian blinds; pasteurize; plaster of paris; but "American," English," etc., are capitalized.)
Campus terms:	alma mater; alumnus; faculty; graduate
Classes:	senior, junior when used with individuals' names for identification
Degrees:	bachelor of arts when spelled out
Directions:	Mt. Olive is north of Trenton
Governing bodies when not used as specifics:	student council; legislature
Points of the compass:	east; west; unless referring to geographical regions, such as the West
Scientific terms:	classes; orders; families; genera of plants; animals; insects
Seasons:	winter; spring
Subject of a debate:	resolved: that excise taxes should be abolished
Titles:	when they are preceded by a person's name: Ann Smith, vice-principal; or when they stand by themselves. The word "President" is capitalized when it refers to the President of the United States.

II. PUNCTUATION

Correct punctuation is essential in any written assignment. The following are guidelines taken directly from one of our English textbook series:

A. Use a period (.) at the end of a declarative or a command sentence.

The king of the beasts shook his mane.
Run away if you ever meet a lion.

B. Use a period (.) after an abbreviated title. Use a period (.) after an initial.

Did you invite Dr. and Mrs. Canhan?
Are you from Washington, D.C.?

C. Use a question mark (?) at the end of an interrogative sentence.

Where is the library?
Do you have a book for your report?

D. Use an exclamation mark (!) at the end of an exclamatory sentence.

What a silly costume you have!
How scary her mask is!

E. Use a comma (,) to separate the name of a city and a state. Use a comma after the name of a state when it appears with a city name in the middle of a sentence.

Mrs. Smith was born in Lancaster, Pennsylvania.
He drove from Flanders, New Jersey, to New York.

F. Use a comma (,) to separate the name of the day from the date, and the date from the year. Use a comma after the year when it appears with the date in the middle of a sentence.

My birthday falls on Sunday, May 8, 1981.
I was born May 8, 1965, at 1:30 p.m.

G. Use a comma (,) to separate each noun in a series of three or more nouns.

Tom, Carol, and Sherry played in a band.
Theodore played piano, violin, and drums.

H. Use a comma (,) to separate each verb in a series of three or more verbs.

The children hopped, skipped, and jumped on the sidewalk.
Mother cut, sewed, and fitted Jan's new outfit.

I. Use a comma (,) in a compound sentence to separate the two simple sentences. The comma is placed before and.

The camel looked at the tourists, and the people stepped back.
The elephant stretched its trunk, and the children gave it peanuts.

J. Use a colon (:) between the hour and the minute when you write a time. Use a period after each letter in the abbreviations "a.m." and "p.m."

School ends at 3:15 p.m.
The class starts at 8:25 a.m.

K. Add an apostrophe and an s ('s) to form the possessive of most singular nouns.

The bird's nest was full of eggs.
The neighbor's dog chased the hat.

L. Add an apostrophe and an s ('s) to form the possessive of plural nouns that do not end with s.

This store sells women's clothes on the third floor.
The shop displays children's clothing in the window.

M. Add an apostrophe (') to form the possessive of plural nouns that end with s.

Some animals wandered through the scouts' camp.
The cowboys' horses grazed by the river.

N. Use an apostrophe (') to join two words together to make one word called a contraction.

He's excited about the holiday.
Jane doesn't like the beach.

III. CAPITALIZATION AND PUNCTUATION IN CONVERSATIONS

Correct punctuation is essential in any written assignment. The following are guidelines taken directly from one of our English textbook series.

A. Use punctuation marks named "quotation marks" to show the exact words that a person speaks. Use them to show where the conversation starts and where it stops.

"This machine is going to talk," Mr. Edison said.

B. Give the name or title of the person before or after the spoken words. Use conversation words such as asked, shouted, and cried to show how the person is speaking. Whenever a conversation begins with a new speaker, indent the first word.

"This machine is going to talk," Mr. Edison said.

C. Use a comma to divide the spoken words from the person who is saying them. Always use it before the quotation marks.

"This machine is going to talk," Mr. Edison said.

D. Question marks and exclamation marks are placed inside the closing quotation marks if they belong with the quotation; otherwise they are placed outside.

The worker asked, "Mr. Edison, what is this thing?"

E. If the speaker follows the quotation, do not capitalize the first word after the quotation unless it is a proper name.

"Mary had a little lamb," he shouted.

F. Place a period at the end of the complete sentence.

"Mary had a little lamb," he shouted.

IV. TITLES

A. Underlining in longhand and typewritten copy corresponds to the use of italics in printed matter.

B. Note the following suggestions:

1. Underline the names of books, publications, radio and television programs, films, and artistic works.

Book:	The Good Earth
Magazine:	Newsweek
Newspaper:	New York Times
TV program:	All in the Family
Full-length play:	Hamlet
Painting:	Mona Lisa
Long poem:	Evangeline
Opera:	The Marriage of Figaro
Movie:	Gone with the Wind

2. Enclose in quotation marks titles of short stories, articles, essays, short poems, and songs.

Short story:	"The Gift of the Magi"
Essay:	"Common Sense"
Short poem:	"The Road Not Taken"
Song:	"This is My Country"

3. Capitalize the first and last words of the title, all important words (nouns, verbs, adjectives, adverbs), and all prepositions of more than four letters.

   Of Time and the River

   Around the World in Eighty Days

   The World Around Us

V. WORD DIVISION

A. The division of words should be avoided, if possible.

B. When it is necessary to hyphenate a word, use the rules listed below:

1. Divide words only between syllables:

   cus-tom slo-gan fol-low-ing

2. Do not divide words of one syllable or their plurals.

   strength face edges

3. Do not separate a one or two-letter syllable at the beginning or end of a word.

   a-bout top-ic read-y tal-ly

4. Do not separate dates.

   August 1, 1977

5. Do not separate proper names, titles, or degrees that belong with names.

   Dr. Sally R. Smith R.E. Jones, D.D.S.

VI. NUMBERS

A. A number at the beginning of a sentence is always written out.

One thousand four hundred people voted "yes."

B. Within a sentence, numbers of more than two words are usually written in figures.

The Senior Class collected 7,196 pennies.
The cost was less than twelve dollars.
I'll be there at nine o'clock.

C. Within a sentence, however, the form used for all numbers should be the same.

The child collected 135 pennies, 254 nickels, 15 dimes, and 2 quarters.

D. For fractions and for compound numbers from twenty-one through ninety-nine, a hyphen is used.

He drove twenty-six miles daily.
The child rapidly devoured two-thirds of the cake.

E. Figures are used in preparing lists of dimensions, weights, totals, distances, measures, and sums.

297 yards	*4 tons*	*53 cents*
30 ounces	*2100 cases*	*5 pints*

F. Distance less than a mile is spelled out.

All races will be on the half-mile track.

G. Figures are used for house numbers.

We live at 66 Sunset Drive.

H. The plural of a number is made by adding ('s)

We have three 4's in our telephone number.

I. Business usage frequently prefers these forms:

No colon or zeroes when writing the even hour or day - He left at 10 a.m.
No decimal point or zeroes when writing even sums of money - She saved $2 per day.
Figures are used with the word "cents."

VII. ABBREVIATIONS

A. In compositions, do not use abbreviations except in certain special instances in which abbreviations are customary.

INCORRECT: *One cold Mon. A.M. in Feb., as I was crossing a downtown st., a man rushed from a bldg. directly ahead of me and leaped into a car bearing a Cal. license.*

CORRECT: *One cold Monday morning in February, as I was crossing a downtown street, a man rushed from a building directly ahead of me and leaped into a car bearing a California license.*

B. The following abbreviations are customary before a name:

Mr.	*Mrs.*	*Rev.*
Messrs.	*Dr.*	*St. (Saint)*

The following are abbreviated after a name:

Jr.	*A.B.*
Sr.	*Ph.D.*

With the exception of the college degrees, these abbreviations are used only with a name.

INCORRECT: *We called a Dr. for the sr. member of the firm.*

CORRECT: *We called a doctor for John Parsons, Sr.*

C. The following abbreviations are acceptable in all writing:

A.D.	*(435 A.D.)*	*a.m.*	*(before noon)*
B.C.	*(271 B.C.)*	*p.m.*	*(after noon)*
etc.	*(and so forth)*	*i.e.*	*(that is)*
e.g.	*(for example)*		

Generally understood abbreviations for government agencies are acceptable (periods are not used with abbreviations of this kind for government agencies):

FBI *TVA* *SEC* *NLRB*

D. Do not use the symbol (&) or (+) for "and."

RESEARCH SKILLS

I. THE RESEARCH PAPER

A. A research paper, sometimes called a term paper, is the written result of diligent research into a particular subject. The writer uses what others have written and organizes this material into a new, original product. Since it is a factual account, the language of a research paper is formal in tone.

B. The grade level at which these research skills are to be introduced is determined by the curriculum and/or the ability level of the students. Once instruction has begun in research, the following format and procedures should be followed to assure continuity of skill development in this area.

C. Essential parts of the research paper:

1. Title page
2. Outline/Table of contents
3. Statement of purpose/Introduction
4. Body of report (with footnotes where required)
5. Summary or conclusion
6. Bibliography

II. RULES OF FORM IN MAKING AN OUTLINE

A. The title is placed above the outline. It is not one of the numbered or lettered parts of the outline.

B. Roman numerals are used for main topics. Subtopics are given capital letters, then Arabic numerals, then small letters, then Arabic numerals in parentheses, then small letters in parentheses.

C. Subtopics are indented. Indentions are made so that all letters or numerals of the same kind will come directly under one another in a vertical line.

D. There must always be more than one subtopic, because subtopics are divisions of the topic above them.

E. A subtopic must belong under the main topic beneath which it is placed. It must be closely related to the topic above it.

F. Each topic begins with a letter or numeral.

III. CORRECT OUTLINE FORM

The following is the correct outline form to be used:

I. Major division of topic
   A. Subdivision of I
   B. Subdivision of I
      1. Subdivision of B
      2. Subdivision of B
         a. Subdivision of 2
         b. Subdivision of 2
            (1) Subdivision of b
            (2) Subdivision of b
               (a) Subdivision of (2)
               (b) Subdivision of (2)

II. Major division of topic.

IV. SAMPLE OUTLINES

A topic outline is expressed in words, phrases, or clauses. The following is an example:

Lincoln's Assassination - a Murder Mystery

I. Purpose of the paper

II. Linccln - before the assassination

- A. His premonition of approaching death
  1. Dreams
  2. Philosophy
  3. Conversations
- B. His lack of security protection
  1. Unreliable personal bodyguard
  2. Lock on theater's Presidential box broken
  3. Peep hole bored through the box's door, without detection
- C. His difficulty in obtaining guests for the performance
  1. Grant to be honored with Lincoln at theater
  2. Grant accepts President's invitation
  3. Grant later declines the invitation
  4. Lincoln eventually finds himself without guests

III. The assassination

- A. A look at the assassin
- B. Motives for murder
- C. The shooting
- D. Stanton's famous last words

IV. After the assassination

- A. Booth's escape into Maryland
  1. Passed through guard post
  2. Received medical aid from physician
  3. Hidden by Southern sympathizers
- B. Stanton's lack of cooperation
  1. Refused to give Booth's name to press
  2. Disinterested in the capture of John Surrat

In a sentence outline, every heading and subdivision is a complete sentence. The following is an example:

Lincoln's Assassination - A Murder Mystery

I. The purpose of this paper is to identify unexplained events in connection with the death of Abraham Lincoln.

   A. Records of the assassination show gaps and inconsistencies in the events leading up to and following the murder.

   B. John Wilkes Booth killed Lincoln, but why he did it and the full details of his plan leave many questions unanswered.

II. Lincoln had been marked for death by several people during his term in office, but efforts to protect his life went unnoticed.

   A. Before his death, Lincoln had suspected that he would be killed at the hands of an assassin.

      1. He was extremely melancholy on the day of the shooting, having been troubled by bad dreams.

      2. His philosophy on his own safety reflected a fatalistic attitude.

      3. He said, "good bye" rather than "good night" as he left the White House for the theater.

   B. The President was not provided with adequate security measures.

      1. The regular guard was dismissed, and a discredited police officer was assigned to guard Lincoln's life.

         a. Patrolman Parker had been officially reprimanded for drunkenness on several occasions.

         b. Parker had been found guilty of conduct unbecoming an officer on several occasions.

         c. Parker had been known to leave his post without proper permission on several occasions.

      2. The lock on the door leading to the Presidential box was broken.

      3. A peep hole that had been bored in the door leading to the Presidential box went unnoticed.

V. CREDITING SOURCES

In writing a research paper, you will be using and quoting from library sources, books, articles, pamphlets, etc. The first "law" of paper writing is that any directly-quoted words or any ideas you pick up from a reference source and "borrow" to use in your paper must be properly credited to their original author. That means that you will have to know: 1) How to properly quote material, 2) How to use and write footnotes, and 3) How to write a bibliography.

A. Quoting material

Here is a short passage from a book entitled, Occupations and the Social Structure by Richard H. Hall. The passage comes from pages 365-366 of the book which was published in 1969 by Prentice-Hall, Inc. of Englewood Cliffs, New Jersey.

> "Unemployment due to automation or simple layoffs has an obvious impact on the individual and his/her general social relationships, as was discussed in the section on the family. In the case of automation-based unemployment, the effects are most severe for the worker whose skills have become outmoded and who had an emotional investment in those skills. Even where job opportunities are available in another community or another organization, the effect on the individual is such that the opportunities may not be realized. The social ties to a particular work group or to kin or friends in a particular community can be such that the unemployed worker may not want, or be able, to adjust to a new employment situation."

If you wanted to use some of Hall's ideas in your paper, you could do so in one of three ways:

1. You could directly quote a small part of the passage as part of one of your own paragraphs. In this case, you would need to use quotation marks around the quoted words and would use a footnote.

   For example:

   One of the big problems with automation is that many jobs are phased out. Some of the former job-holders may find other employment, but many are so closely tied to their old ways and communities that they are unable to make the necessary adjustments in order to find new work. "Even where job opportunities are available in another community or another organization, the effect on the individual is such that the opportunities may not be realized."

2. You could directly quote a large part of the passage (more than four typed lines). In this case, you would indent and single-space the part quoted and use a footnote, but you would not need to use quotation marks.

   For example:

   What happens to a worker whose job is phased out by automation? For many - especially for those workers whose skills have become outdated - the effects can be devastating. There are many reasons why such workers are unable to rebound and find new work. As Richard Hall points out:

   > *In the case of automation-based unemployment the effects are most severe for the worker whose skills have become outmoded and who had an emotional investment in those skills. Even when job opportunities are available in another community or organization, the effect on the individual is such that the opportunities may not be realized. The social ties to a particular work group or to kin or friends in a particular community can be such that the unemployed worker may not want, or be able, to adjust to a new employment situation.*

3. You could put the ideas of the passage into your own words. However you will still need to use a footnote since the ideas are not yours originally. The following paragraph is an example of paraphrasing from reference sources:

   What happens to a worker whose job is phased out by automation? For many - especially for those workers whose skills have become outdated - the effects can be devastating. There are many reasons why such workers are unable to rebound and find new work. They may not want to leave their families and friends by moving to a new place, they may not feel they are able to learn new skills, or they may be so upset by their unemployment that they don't even realize what other opportunities are available for them.

B. Crediting in context

Crediting can be given within the text of the paper, in a sentence such as the following:

As H.C. Lodge says in Science for May 22, 1970, "The world of science is constantly expanding."

C. Crediting by footnoting

1. When to use footnotes:

   a. When a fact is so little known or so recent as not to be common knowledge. For example, the number of Hessians who fought in the American Revolution is not generally known and should be footnoted. If in doubt, footnote! Several facts in a passage from the same source need one footnote at the end.

   b. A direct quotation that is not common property should be followed by a footnote.

   c. Any organization of material, such as a chart of statistics, illustrations, maps, graphs, and so on, should be footnoted.

   d. Another writer's theory or opinion that you used should be footnoted.

   e. Explanations too important to be left out, but not important enough to be in the text, should be placed in a footnote.

2. Footnote form:

   a. For a book:

      Elements: [1]Author's first name and last name, Title, page number.

      EXAMPLE: *Edmund S. Morgan, The Birth of the Republic, p. 112.*

   b. For a magazine:

      Elements: [2]Author's first and last name, "Title of Article," Magazine Title, (Date of Magazine), page number.

      EXAMPLE: [2]*Benjamin Bradlee, "He Had That Special Grace," Newsweek, Vol. # (if any), December 2, 1963, p. 33.*

   c. For an anonymous author:

      EXAMPLE: [3]*"A Whale of a Failure," Time, July 13, 1970, pp. 44-45 (pp. - the plural of page.)*

   d. For a specific edition:

      EXAMPLE: [4]*Clinton Rossiter, The American Presidency, rev. ed., p. 89.*

   e. For an edited book:

      EXAMPLE: [5]*Garrett DeBell, ed., The Environmental Handbook, p. 284.*

f. For an encyclopedia:

EXAMPLE: [6] *Encyclopedia Americana (1960), vol. 14, p. 640.*

g. For an interview:

EXAMPLE: [7] *L. Francis Griffin, Personal Interview, Randolph, New Jersey, March 30, 1977.*

h. For a co-authored book:

EXAMPLE: [8] *Nancy C. Millet and Helen C. Jones, How to Read a Book, p. 35.*

i. For a book with more than two authors:

EXAMPLE: [9] *Lewis Chester et al., The Presidential Campaign, p. 265.*

j. For a newspaper:

EXAMPLE: [10] *Godfrey Sperling, "Campus Warning," The New York Times, July 1, 1970, p.1.*

k. For a public document:

EXAMPLE: [11] *U.S. Bureau of the Census, Pocket Data Book: USA 1969, (Washington: U.S. Government Printing Office, 1969), p. 36.*

l. For a selection from an anthology:

EXAMPLE: [12] *George Orwell, "Politics and the English Language," A Collection of Essays, p. 162.*

m. For a translation:

EXAMPLE: [13] *Virgil, The Aeneid, trans. John Dryden, p. 89.*

n. For a book with multiple volumes:

EXAMPLE: [14] *Carl Sandburg, Abraham Lincoln, vol. 1, p. 131.*

o. For a radio or television program:

EXAMPLE: [15] *Eva Gabor, The Mike Douglas Show, WCBS-TV, June 6, 1977.*

3. Special considerations in footnoting:

   a. Ibid. - Ibid. is an abbreviation of the Latin word Ibidem, meaning "in the same place." In footnote usage, it means the same author, the same book, and the same page as the source cited in the footnote immediately before it. For example, footnote 15 came from the same source as footnote 14. Ibid. may also be used if the pages involved are not the same, but all other information is identical. Just add the page number to the citation, as in the example:

      [1] *Edmund S. Morgan, The Birth of the Republic, p. 111.*

      [2] *Ibid., p. 116.*

      Remember that since Ibid. is an abbreviation, it should always be followed by a period. Also, since it is a foreign word, it should always be underlined.

   b. Once you have given credit for a book in your footnotes, you may make subsequent references to the book in the form shown below:

      [16] *Morgan, p. 137.*

      You need just the author's last name and the page cited. The reader will know this footnote refers to a book by Edmund S. Morgan cited earlier in the paper. This technique is used when Ibid. cannot be used because of one or more intervening footnotes from another source.

   c. Footnotes should be numbered consecutively.

   d. Footnote information should be placed at the bottom of the page. (In some cases, teachers may ask for endnotes, which follow footnote form, but are found at the end of the paper.)

   e. If a footnote fills more than one line, the first line is indented such as the beginning of a paragraph.

D. Crediting by bibliography

1. Definition: A list of all sources that you consulted while doing your research.

2. All entries are arranged alphabetically by the author's last name. If no author is given, then the first word of the title is used.

3. Bibliographic entries should not be numbered.

4. If the entry takes more than one line, the first line is not indented, but all other lines are.

5. Bibliographic format:

a. For a book:

Elements: Author's last and first name. Title. Place of Publication: Publisher, Copyright Date.

EXAMPLE: *Morgan, Edmund S. The Birth of the Republic. Chicago: University of Chicago Press, 1956.*

b. For a magazine:

Elements: Author's last and first name. "Title of Article." Magazine Title. Date of Publication. Page Number.

EXAMPLE: *Bradlee, Benjamin. "He Had That Special Grace." Newsweek. December 22, 1963, p. 38.*

c. For an anonymous author:

EXAMPLE: *"A Whale of a Failure." Time. July 13, 1979, pp. 44-45.*

d. For a specific edition:

EXAMPLE: *Rossiter, Clinton. The American Presidency. re. ed. New York: Harcourt Brace Jovanovich, 1960.*

e. For an edited book:

EXAMPLE: *DeBell, Garrett, ed. The Environmental Handbook. New York: Ballantine Books, Inc., 1970.*

f. For an encyclopedia:

EXAMPLE: *Encyclopedia Americana (1960). vol. 14, p. 640.*

g. For an interview:

EXAMPLE: *Griffin, L. Francis. Personal Interview on Skydiving. Randolph, New Jersey, March 30, 1977.*

h. For a co-authored book:

EXAMPLE: *Millet, Nancy C. and Helen J. Throckmorton. How to Read a Book. Boston: Ginn and Company, 1969.*

i. For a book with more than two authors:

EXAMPLE: *Cheswick, Lewis et al. An American Melodrama. New York: Viking Press, 1969.*

j. For a newspaper:

EXAMPLE: *Sperling, Godfrey, Jr. "Campus Warning." The New York Times, July 1, 1979, p. 1.*

k. For a public document:

EXAMPLE: *U.S. Bureau of the Census. Pocket Data Book: USA 1969. Washington: U.S. Government Printing Office, 1969.*

l. For a selection from an anthology:

EXAMPLE: *Orwell, George. "Politics and the English Language," in A Collection of Essays. Garden City: Doubleday and Company, Inc., 1954.*

m. For a translation:

EXAMPLE: *Virgil. The Aeneid. trans. John Dryden. New York: Airmont Publishing Company, Inc., 1968.*

n. For a book with multiple volumes:

EXAMPLE: *Sandburg, Carl. Abraham Lincoln. 3 vols. New York: Harcourt Brace Jovanovich, 1939.*

o. For a radio or television program:

EXAMPLE: *Gabor, Eva. The Mike Douglas Show. WCBS-TV. June 6, 1977.*

p. For several works by the same author:

EXAMPLE: *Goldman, Eric. The Crucial Decade and After. New York: Vintage Books, 1961.*

_____ The Tragedy of Lyndon Johnson. New York: Alfred A. Knopf, 1969.

SAMPLE BIBLIOGRAPHY

Belz, Carl. The Story of Rock. New York: Oxford University Press, 1969.

Goldberg, Steven. "Bob Dylan and the Poetry of Protest." Saturday Review. May 30, 1979, pp. 43-46.

"Let Us Now Hear Some Music - Please!" Time. May 31, 1963, pp. 44-45.

Morrow, Bruce. News Center 4. WCBS-TV, July 2, 1977.

Norris, Bob. "The Rise of Rock." Understanding Rock Music. New York Times. May 3, 1977, p. 36. New York: Ironian Press, 1965.

Universal Standard Encyclopedia. vol. 18, 1970, p. 2375.

Williams, Clara et al. Contemporary American Music. Seattle: Superior Publishing Company, Inc., 1974.

ABBREVIATIONS

The following abbreviations are frequently found in doing research:

ca., c.	about
ch., chs.	chapter, chapters
cf.	compare, confer
et al.	and others
ed.	edited, edition, editor
e.g.	for example (exempli gratia)
f., ff.	and the following page, pages
illus.	illustrated
Ibid.	in the same place
l., ll.	line, lines
i.e.	that is (id est)
loc. cit.	in the place cited
n.d.	no date given
no., nos.	number, numbers
op. cit.	in the work cited
p., pp.	page, pages
vol., vols. . . .	volume, volumes

MT. OLIVE TOWNSHIP SCHOOLS
BUDD LAKE, NEW JERSEY

30 ITEMS

GRADE 1 – FINAL ENGLISH TEST – UNITS 1,3,4,& 5

STUDENT _____ TEACHER _____ DATE _____

ITEM NUMBER		TOTAL NUMBER ITEMS	MASTERY LEVEL	# CORRECT IF BELOW MASTERY	CHECK WHEN MAST.
	SECTION I – CAPITALIZATION				
1,3,6	A. First Word in Sentence	3	2	____	____
5,8,9	B. Common Noun	3	2	____	____
2,4,7	C. Proper Noun	3	2	____	____
	SECTION II – END-OF-SENTENCE PUNCTUATION				
10,13,15,17	D. Declarative Sentence	4	3	____	____
11,12,14,16	E. Interrogative Sentence	4	3	____	____
18-24	SECTION III – NOUN-VERB AGREEMENT	7	5	____	____
25-30	SECTION IV – ADJECTIVES	6	5	____	____

SECTION V – COMPOSITION (An original writing exercise with a minimum of 2 sentences on standard student writing paper.)

SKILLS	ACCEPT.	NEEDS IMPROV.	UNACCEPT.	CHECK WHEN MAST.
Capitalization	____	____	____	____
Spelling (Words of grade level only)	____	____	____	____
Varied Sentence Beginnings	____	____	____	____
End-of-Sentence Punctuation	____	____	____	____
Complete Sentences	____	____	____	____
Sentence Structure (Run-on, etc.)	____	____	____	____
Handwriting	____	____	____	____
Overall Rating	____	____	____	____

MT. OLIVE TOWNSHIP SCHOOLS
BUDD LAKE, NEW JERSEY

42 ITEMS

GRADE 2 – MID-YEAR TEST – UNITS 1 & 2

STUDENT TEACHER DATE

ITEM NUMBER		TOTAL NUMBER ITEMS	MASTERY LEVEL	# CORRECT IF BELOW MASTERY	CHECK WHEN MAST.
SECTION I – CAPITALIZATION					
1,4,9	First Word in Sentence	3	2	____	____
7,8,10	Common Nouns	3	2	____	____
2,3,5,6	Proper Nouns	4	3	____	____
SECTION II – END-OF-SENTENCE PUNCTUATION					
12,14,18 20,21,22	Declarative Sentences	6	5	____	____
11,13,15, 16,17,19	Interrogative Sentences	6	5	____	____
SECTION III – RECOGNIZING COMPLETE SENTENCES					
23-32	Recognizing Complete Sentences	10	8	____	____
SECTION IV – PLURAL NOUNS					
33-42	Plural Nouns	10	8	____	____

SECTION V – COMPOSITION (An original writing exercise with a minimum of 2 sentences on standard student writing paper.)

SKILLS	ACCEPT.	NEEDS IMPROV.	UNACCEPT.	CHECK WHEN MAST.
Capitalization	____	____	____	____
Spelling (Words of Grade Level Only)	____	____	____	____
Varied Sentence Beginnings	____	____	____	____
End-of-Sentence Punctuation	____	____	____	____
Complete Sentences	____	____	____	____
Sentence Structure (Run-On, etc.)	____	____	____	____
Continuity of Thought	____	____	____	____
Handwriting	____	____	____	____
Overall Rating	____	____	____	____

980

40

MT. OLIVE TOWNSHIP SCHOOLS
BUDD LAKE, NEW JERSEY

50 ITEMS

GRADE 2 – FINAL ENGLISH TEST – ALL UNITS

STUDENT _____ TEACHER _____ DATE _____

ITEM NUMBER		TOTAL NUMBER ITEMS	MASTERY LEVEL	#CORRECT IF BELOW MASTERY	CHECK WHEN MAST.
	SECTION I – CAPITALIZATION				
1,4,10	First Word in Sentence	3	2	____	____
2,9	Common Nouns	2	1	____	____
3,5,6,7,8	Proper Nouns	5	4	____	____
	SECTION II – END–OF–SENTENCE PUNCTUATION				
11,14,16,18	Declarative Sentences	4	3	____	____
12,13,15,17	Interrogative Sentences	4	3	____	____
	SECTION III–RECOGNIZING COMPLETE SENT.				
19-26	Recognizing Complete Sentences	8	6	____	____
	SECTION IV – PARTS OF A SENTENCE				
27-31	A. Nouns	5	4	____	____
32-37	B. Verbs	6	5	____	____
	SECTION V – NOUN-VERB AGREEMENT				
38-43	A. Singular & Plural	6	5	____	____
	B. Present & Past Tense				
44,46,48,50	Present Tense	4	3	____	____
45,47,49	Past Tense	3	2	____	____

SECTION VI – COMPOSITION (An original writing exercise with a minimum of 2 sentences on standard student writing paper.)

SKILLS	ACCEPT.	NEEDS IMPROV.	UNACCEPT.	CHECK WHEN MAST.
Capitalization	____	____	____	____
Spelling (Words of Grade Level Only)	____	____	____	____
Varied Sentence Beginnings	____	____	____	____
End-of-Sentence Punctuation	____	____	____	____
Complete Sentences	____	____	____	____
Sentence Structure (Run-on, etc.)	____	____	____	____
Use of Singular and Plural Nouns	____	____	____	____
Proper Use of Tenses	____	____	____	____
Continuity of Ideas	____	____	____	____
Margins	____	____	____	____
Handwriting	____	____	____	____
Overall Rating	____	____	____	____
(Adjectives not taught until 3rd grade or until 2nd graders have demonstrated mastery of the skills on this array.)				

MT. OLIVE TOWNSHIP SCHOOLS
BUDD LAKE, NEW JERSEY

GRADE 3 – MID-YEAR TEST – UNITS 1–4

STUDENT _____ TEACHER _____ DATE _____

ITEM NUMBER		TOTAL NUMBER ITEMS	MASTERY LEVEL	# CORRECT IF BELOW MASTERY	CHECK WHEN MAST.
	SECTION I – SENTENCE REVIEW				
1 – 5	A. Recognizing Complete Sentences	5	4	____	____
	B. Capitalization & End-of-Sentence Punctuation:				
6,10,11,13	Capitalization	4	3	____	____
7,8,9,12	End-of-Sentence Punctuation	4	3	____	____
	SECTION II – SUBJECTS & PREDICATES				
14,16,18	Subjects	3	2	____	____
15,17,19	Predicates	3	2	____	____
	SECTION III – NOUNS				
20–23	A. Identifying Nouns	9	7	____	____
24–29	B. Singular & Plural Nouns	6	5	____	____
	C. Common & Proper Nouns:				
30,32,35, 36	Common Nouns	4	3	____	____
31,33,34, 37	Proper Nouns	4	3	____	____
	SECTION IV – VERBS				
38–42	A. Identifying Verbs	5	4	____	____
43–47	B. Noun-Verb Agreement	5	4	____	____
	C. Past Tense & Present Tense:				
48,50,51, 53	Past Tense	4	3	____	____
49,52,54, 55	Present Tense	4	3	____	____
56–62	D. Writing Verbs in the Past Tense	7	5	____	____
	SECTION V – PERSONAL PRONOUNS				
63–67	A. Identifying Pronouns	5	4	____	____
68–71	B. Replacing Nouns with Pronouns	4	3	____	____

GRADE 3 – MID-YEAR ENGLISH TEST

SECTION VI – COMPOSITION (An original writing exercise with a minimum of 2 sentences on standard student writing paper.)

SKILLS	ACCEPT.	NEEDS IMPROV.	UNACCEPT.	CHECK WHEN MAST.
Capitalization	____	____	____	____
Spelling	____	____	____	____
Varied Sentence Beginnings	____	____	____	____
End-of-Sentence Punctuation	____	____	____	____
Complete Sentences	____	____	____	____
Sentence Structure (Run–on, etc.)	____	____	____	____
Proper Use of Singular & Plural	____	____	____	____
Proper Use of Tense	____	____	____	____
Continuity of Ideas	____	____	____	____
Margins	____	____	____	____
Handwriting	____	____	____	____
Indention	____	____	____	____
Overall Rating	____	____	____	____

980

MT. OLIVE TOWNSHIP SCHOOLS
BUDD LAKE, NEW JERSEY

72 ITEMS

GRADE 3 – FINAL ENGLISH TEST – ALL UNITS

STUDENT _____ TEACHER _____ DATE _____

ITEM NUMBER		TOTAL NUMBER ITEMS	MASTERY LEVEL	# CORRECT IF BELOW MASTERY	CHECK WHEN MAST.
	SECTION I – REVIEW				
1-5	A. Noun-Verb Agreement	5	4	____	____
	B. Sentences:				
6-10	a. Subjects & Predicates	5	4	____	____
11-16	b. Capitalization & End-of-Sentence Punctuation	6	5	____	____
	SECTION II – NOUNS				
17-21	A. Singular & Plural	5	4	____	____
22-26	B. Identifying Common & Proper Nouns	5	4	____	____
	SECTION III – VERBS				
27-31	A. Identifying Verbs	6	5	____	____
	B. Tense				
32-36	a. Identifying Tense	5	4	____	____
37-42	b. Forming Past Tense	6	5	____	____
43-48	C. Identifying Helping Verbs	6	5	____	____
	SECTION IV – PERSONAL PRONOUNS				
49-56	Personal Pronouns	8	6	____	____
	SECTION V - POSSESSIVE NOUNS				
57-61	A. Singular	5	4	____	____
62-67	B. Plural	6	5	____	____
	SECTION VI – RECOGNIZING ADJECTIVES &				
68-72	THE NOUNS THEY MODIFY	5	4	____	____

SECTION VII – COMPOSITION: A FRIENDLY LETTER

(An original writing exercise with a minimum of 3 sentences on standard student writing paper.)

SKILLS	ACCEPT.	NEEDS IMPROV.	UNACCEPT.	CHECK WHEN MAST.
Capitalization	____	____	____	____
Spelling	____	____	____	____
Varied Sentence Beginnings	____	____	____	____
End-of-Sentence Punctuation	____	____	____	____
Complete Sentences	____	____	____	____
Sentence Structure (Run-on, etc.)	____	____	____	____
Singulars and Plurals	____	____	____	____
Tense	____	____	____	____
Continuity of Ideas	____	____	____	____
Margins	____	____	____	____
Handwriting	____	____	____	____
Format of Letter:				
Date	____	____	____	____
Greeting	____	____	____	____
Paragraph	____	____	____	____
Closing	____	____	____	____
Name	____	____	____	____
Overall Rating	____	____	____	____

MT. OLIVE TOWNSHIP SCHOOLS
BUDD LAKE, NEW JERSEY

90 ITEMS

GRADE 4 – MID-YEAR ENGLISH TEST – UNITS 1–4

STUDENT _____ TEACHER _____ DATE _____

ITEM NUMBER		TOTAL NUMBER ITEMS	MASTERY LEVEL	# CORRECT IF BELOW MASTERY	CHECK WHEN MAST.
	SECTION I – SENTENCES				
	A. Different Kinds:				
1,4,8	a. Declarative	3	2	____	____
2.6.9	b. Interrogative	3	2	____	____
3,5,7	c. Exclamatory	3	2	____	____
	B. Subjects & Predicates:				
10,13,15	a. Subjects	3	2	____	____
11,12,14	b. Predicates	3	2	____	____
	SECTION II – NOUNS				
	A. Identifying Nouns:				
16,17,18	a. Common Nouns	3	2	____	____
16,17,18	b. Proper Nouns	3	2	____	____
19–26	B. Singular & Plural	8	6	____	____
27–32	C. Capitalization	6	5	____	____
33–38	D. Possessive	6	5	____	____
	SECTION III – VERBS				
39–43	A. Identifying Verbs	6	5	____	____
44–49	B. Identifying Tense	6	5	____	____
50–59	C. Forming Past Tense	10	8	____	____
60–63	D. Noun-Verb Agreement	4	3	____	____
64–72	E. Helping Verbs	9	7	____	____
	SECTION IV – PRONOUNS				
73–76	A. Identifying Pronouns	5	4	____	____
77–82	B. Personal Pronouns	6	5	____	____
83–90	C. Possessive Pronouns	8	6	____	____

GRADE 4–Mid-Year English Test

SECTION V – COMPOSITION (An original writing exercise with a minimum of 1 paragraph on standard student writing paper.)

SKILLS	ACCEPT.	NEEDS IMPROV.	UNACCEPT.	CHECK WHEN MAST.
Capitalization	____	____	____	____
Punctuation	____	____	____	____
Spelling	____	____	____	____
Varied Sentence Beginnings	____	____	____	____
Complete Sentences	____	____	____	____
Sentence Structure (Run-on, etc.)	____	____	____	____
Proper Use of Singulars & Plurals	____	____	____	____
Proper Use of Tense	____	____	____	____
Continuity of Ideas	____	____	____	____
Use of Descriptive Language	____	____	____	____
Margins	____	____	____	____
Paragraph Indention	____	____	____	____
Handwriting	____	____	____	____
Overall Rating	____	____	____	____

MT. OLIVE TOWNSHIP SCHOOLS
BUDD LAKE, NEW JERSEY

95 ITEMS

GRADE 4 – FINAL ENGLISH TEST – ALL UNITS

STUDENT _____ TEACHER _____ DATE _____

ITEM NUMBER		TOTAL NUMBER ITEMS	MASTERY LEVEL	# CORRECT IF BELOW MASTERY	CHECK WHEN MAST.
1	SECTION I – CAPITALIZATION	11	9	____	____
	SECTION II – PUNCTUATION				
2	Possessive Singular	1	1	____	____
3	Interrogative Sentence	1	1	____	____
4	Comma in a Compound Sentence	1	1	____	____
5	Declarative Sentence	1	1	____	____
6	Exclamatory Sentence	1	1	____	____
7	Comma Series	1	1	____	____
8	Possessive Plural	1	1	____	____
9	Contraction	1	1	____	____
	SECTION III – REVIEW OF NOUNS				
	A. Identifying Nouns				
10,11,12	Common Nouns	3	2	____	____
10,11,12	Proper Nouns	3	2	____	____
13-19	B. Possessive Nouns	7	5	____	____
	SECTION IV – REVIEW OF PRONOUNS				
20-22	A. Identifying Pronouns	5	4	____	____
23-27	B. Personal Pronouns	5	4	____	____
28-34	C. Possessive Pronouns	7	5	____	____
	SECTION V – SENTENCES				
	A. Subject & Predicate Parts				
35,37,38	Subjects	3	2	____	____
36,39,40	Predicates	3	2	____	____
	B. Simple & Compound Subjects				
41,43,44	Simple Subjects	3	2	____	____
42,45,46	Compound Subjects	3	2	____	____
47-52	C. Simple Predicates	6	5	____	____
	SECTION VI – ADJECTIVES				
53-57	A. Identifying Adjectives	5	4	____	____
58-63	B. Describing Nouns	6	5	____	____
64-69	C. Comparatives	6	5	____	____
70-72	D. Articles	3	2	____	____

L4F (Cont.)

ITEM NUMBER		TOTAL NUMBER ITEMS	MASTERY LEVEL	# CORRECT IF BELOW MASTERY	CHECK WHEN MAST.
	SECTION VII – VERBS				
73-76	A. Identifying Verbs	5	4	____	____
	B. Action and Linking Verbs				
77,79, 81,84	Action Verbs	4	3	____	____
78,80, 82,83	Linking Verbs	4	3	____	____
85-95	C. Contractions	11	8	____	____

SECTION VII – COMPOSITION (An original writing exercise with a minimum of 1 paragraph on standard student writing paper.)

SKILLS	ACCEPT.	NEEDS IMPROV.	UNACCEPT.	CHECK WHEN MAST.
Capitalization	____	____	____	____
Punctuation	____	____	____	____
Spelling	____	____	____	____
Varied Sentence Beginnings	____	____	____	____
Complete Sentences	____	____	____	____
Sentence Structure (Run-on, etc.)	____	____	____	____
Singulars and Plurals	____	____	____	____
Continuity of Ideas	____	____	____	____
Use of Descriptive Language	____	____	____	____
Margins	____	____	____	____
Paragraph Indention	____	____	____	____
Handwriting	____	____	____	____
Overall Rating	____	____	____	____

MT. OLIVE TOWNSHIP SCHOOLS
BUDD LAKE, NEW JERSEY

94 ITEMS

GRADE 5 – MID-YEAR ENGLISH TEST – UNITS 1-4

STUDENT _____ TEACHER _____ DATE _____

ITEM NUMBER		TOTAL NUMBER ITEMS	MASTERY LEVEL	# CORRECT IF BELOW MASTERY	CHECK WHEN MAST.
1	SECTION I – CAPITALIZATION	17	13	____	____
2	SECTION II – SENTENCES				
2-10	A. Identifying Types	9	7	____	____
11-16	B. Subjects	6	4	____	____
17-22	C. Predicates	6	4	____	____
	SECTION III – NOUNS				
	A. Identifying Nouns				
23-25	Common	3	2	____	____
23-25	Proper	3	2	____	____
26-29	B. Possessive Nouns	4	3	____	____
	SECTION IV – VERBS				
30-32	A. Identifying Verbs	4	3	____	____
33-40	B. Present/Past Tense (To Have)	8	6	____	____
41-50	C. Past Tense with Verb (Have or Has)	10	8	____	____
	SECTION V – PRONOUNS				
51-58	A. Identifying Pronouns	8	6	____	____
59-65	B. Review of Subject Pronouns	7	5	____	____
66-75	C. Object Pronouns	10	8	____	____
76-85	D. Possessive Pronouns	10	8	____	____
	SECTION VI – DIRECT OBJECTS				
86-94	Direct Objects	9	7	____	____

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GRADE 5 - Mid-Year

SECTION VII – COMPOSITION: BUSINESS LETTER (An original writing exercise with a minimum of 1 paragraph on standard student writing paper.)

SKILLS	ACCEPT.	NEEDS IMPROV.	UNACCEPT.	CHECK WHEN MAST.
Capitalization	____	____	____	____
Punctuation	____	____	____	____
Spelling	____	____	____	____
Varied Sentence Beginnings	____	____	____	____
Complete Sentences	____	____	____	____
Sentence Structure (Run-on, etc.)	____	____	____	____
Singulars and Plurals	____	____	____	____
Tenses	____	____	____	____
Continuity of Ideas	____	____	____	____
Handwriting	____	____	____	____
Correct Usage	____	____	____	____
Margins	____	____	____	____
Format of Letter:				
Heading	____	____	____	____
Inside Address	____	____	____	____
Greeting	____	____	____	____
Body	____	____	____	____
Closing	____	____	____	____
Signature	____	____	____	____
Overall Rating	____	____	____	____

MT. OLIVE TOWNSHIP SCHOOLS
BUDD LAKE, NEW JERSEY

114 ITEMS

GRADE 5 – FINAL ENGISH TEST – ALL UNITS

STUDENT TEACHER DATE

ITEM NUMBER		TOTAL NUMBER ITEMS	MASTERY LEVEL	# CORRECT IF BELOW MASTERY	CHECK WHEN MAST.
1	SECTION I – CAPITALIZATION	13	10	____	____
2	SECTION II – PUNCTUATION	18	14	____	____
	SECTION III – SUBJECTS & PREDICATES REV.				
	A. Simple & Compound Subjects				
3,6,7	a. Simple	3	2	____	____
4,5,8	b. Compound	3	2	____	____
	B. Simple & Compound Predicates				
9,10,12	a. Simple	3	2	____	____
11,13,14	b. Compound	3	2	____	____
15-20	SECTION IV – COMPOUND SENTENCES	6	5	____	____
	SECTION V – VERBS				
21-25	A. "To Be" – Present Tense	5	4	____	____
26-30	B. "To Be" – Past Tense	5	4	____	____
31-36	C. Action & Linking Verbs	6	5	____	____
	SECTION VI – VERB COMPLEMENTS				
	A. Predicate Nouns & Adjectives				
37,39,42	a. Predicate Nouns	3	2	____	____
38,40,41	b. Predicate Adjectives	3	2	____	____
43-48	B. Direct Objects	6	5	____	____
49-60	SECTION VII – CONTRACTIONS	12	10	____	____
	SECTION VIII – PRONOUNS				
61-67	A. Object Pronouns	7	5	____	____
68-73	B. Possessive Pronouns	6	5	____	____
	SECTION IX – ADJECTIVES				
74-78	A. Modifying Nouns	5	4	____	____
79-83	B. Comparatives – "er" & "est"	5	4	____	____
84-88	C. Comparatives – "more" & "most"	5	4	____	____
	SECTION X – ADVERBS				
89-94	A. Modifying Action Verbs	6	5	____	____
95-99	B. Comparatives – "more" & "most"	5	4	____	____
100-104	C. Comparatives – "er" & "est"	5	4	____	____
105-114	SECTION XI – IDENTIFYING PARTS OF SPEECH	10	8	____	____

L5F (Cont.)

SECTION XII – COMPOSITION (An original writing exercise with a minimum of 1 paragraph on standard student writing paper.)

SKILLS	ACCEPT.	NEEDS IMPROV.	UNACCEPT.	CHECK WHEN MAST.
Capitalization	____	____	____	____
Punctuation	____	____	____	____
Spelling	____	____	____	____
Varied Sentence Beginnings	____	____	____	____
Complete Sentences	____	____	____	____
Sentence Structure (Run-on, etc.)	____	____	____	____
Singulars and Plurals	____	____	____	____
Topic Sentence	____	____	____	____
Tense	____	____	____	____
Continuity of Ideas	____	____	____	____
Correct Usage	____	____	____	____
Use of Descriptive Language	____	____	____	____
Handwriting	____	____	____	____
Margins	____	____	____	____
Overall Rating	____	____	____	____

MT. OLIVE TOWNSHIP SCHOOLS
BUDD LAKE, NEW JERSEY

89 ITEMS

GRADE 6 – MID-YEAR ENGLISH TEST – UNITS 1-4

STUDENT _____ TEACHER _____ DATE _____

ITEM NUMBER		TOTAL NUMBER ITEMS	MASTERY LEVEL	# CORRECT IF BELOW MASTERY	CHECK WHEN MAST.
1	SECTION I – CAPITALIZATION	20	17	____	____
2	SECTION II – PUNCTUATION	17	13	____	____
	SECTION III – SENTENCES				
3-10	A. Types	8	6	____	____
11-16	B. Subject in Interrogative & Imperative	6	5	____	____
17-22	C. Simple and Complete Subjects	6	5	____	____
23-28	D. Simple and Complete Predicates	6	5	____	____
	SECTION IV – NOUNS				
29-31	A. Identifying Nouns	6	5	____	____
32-39	B. Plurals	8	6	____	____
40-45	C. Possessives	6	5	____	____
	SECTION V–VERBS				
46-48	A. Identifying Verbs	5	4	____	____
49-54	B. Transitive and Intransitive Verbs	6	5	____	____
55-60	C. Identifying Direct Objects	6	5	____	____
61-66	D. Forming Present Perfect Tense	6	5	____	____
	SECTION VI–PRONOUNS				
67-71	A. Identifying Pronouns	10	7	____	____
72-76	B. Pronouns Replacing Nouns (Review)	5	4	____	____
77-83	C. Pronouns and Antecedents	7	5	____	____
84-89	D. Subject and Object Pronouns	6	5	____	____

SECTION VII – COMPOSITION (An original writing exercise with a minimum of 2 paragraphs on standard student writing paper.)

SKILLS	ACCEPT.	NEEDS IMPROV.	UNACCEPT.	CHECK WHEN MAST.
Capitalization	____	____	____	____
Punctuation	____	____	____	____
Spelling	____	____	____	____
Varied Sentence Beginnings	____	____	____	____
Complete Sentences	____	____	____	____
Sentence Structure (Run-on, etc.)	____	____	____	____
Paragraph Formation	____	____	____	____
Topic Sentence	____	____	____	____
Singulars and Plurals	____	____	____	____
Tenses	____	____	____	____
Correct Usage	____	____	____	____
Continuity	____	____	____	____
Use of Descriptive Language	____	____	____	____
Handwriting	____	____	____	____
Margins	____	____	____	____
Awkward Wording	____	____	____	____
Overall Rating				

MT. OLIVE TOWNSHIP SCHOOLS
BUDD LAKE, NEW JERSEY 102 ITEMS

GRADE 6 –FINAL ENGLISH TEST – ALL UNITS.

STUDENT TEACHER DATE

ITEM NUMBER		TOTAL NUMBER ITEMS	MASTERY LEVEL	# CORRECT IF BELOW MASTERY	CHECK WHEN MAST.
	SECTION I – REVIEW				
1-5	A. Subjects (Simple and Compound)	5	4	____	____
6-10	B. Predicates (Simple and Compound)	5	4	____	____
11-15	C. Transitive and Intransitive Verbs	5	4	____	____
16-20	D. Direct Objects	5	4	____	____
21-25	E. Present Perfect Tense	5	4	____	____
	SECTION II – ADJECTIVES				
26-30	A. Identifying Adjectives	9	7	____	____
26-30	A. Identifying Nouns	7	5	____	____
31-37	B. Comparatives and Superlatives	7	5	____	____
38-42	C. Demonstrative Adjectives and Pronouns	5	4	____	____
	SECTION III – VERBS				
43-47	A. Linking/Action Verbs	5	4	____	____
48-52	B. Predicate Nouns and Predicate Adjectives	5	4	____	____
53-57	C. Past Participles	5	4	____	____
58-62	D. Helping Verbs	5	4	____	____
63-67	E. Present Progressive Tense	5	4	____	____
68-72	F. Past Progressive Tense	5	4	____	____
	SECTION IV – ADVERBS				
73-77	A. Identifying Adverbs	5	4	____	____
78-82	B. Adverbs modifying adjectives & other adverbs	5	4	____	____
83-87	C. Comparatives and Superlatives	5	4	____	____
	SECTION V – SENTENCES				
88-92	A. Fragments	5	4	____	____
93-97	B. Double Negatives	5	4	____	____
	SECTION VI – PREPOSITIONS				
98-102	Prepositions	5	4	____	____
		55			

L6F

SECTION VII – COMPOSITION (An original writing exercise using conversation)

SKILLS	ACCEPT.	NEEDS IMPROV.	UNACCEPT.	CHECK WHEN MAST.
Capitalization	____	____	____	____
Punctuation (except quotations)	____	____	____	____
Quotations	____	____	____	____
Spelling	____	____	____	____
Varied Sentence Beginnings	____	____	____	____
Complete Sentences	____	____	____	____
Sentence Structure (Runn-on, etc.)	____	____	____	____
Paragraph Formation	____	____	____	____
Singular and Plurals	____	____	____	____
Tense	____	____	____	____
Correct Usage	____	____	____	____
Continuity of Ideas	____	____	____	____
Use of Descriptive Language	____	____	____	____
Awkward Wording	____	____	____	____
Handwriting	____	____	____	____
Margins	____	____	____	____
Overall Rating	____	____	____	____